

Advanced Placement Music Theory
Syllabus 2009-10
2nd Period
Mr. Scott T. Stanton, Instructor
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Course Overview

A.P. Music Theory is for intermediate and advanced level musicians looking to gain an in-depth knowledge of music for performance purposes or with the intent to major in music in college. Course material is presented so students may expand their musical skills gained from their band, chorus or general music classes. Students will learn the theory concepts required for a proficient score on the Advanced Placement Music Theory exam. Music Theory meets every other day for one hour and thirty minutes.

Prerequisite(s)

Two or more years of high school band, chorus, or other approved music elective. Students must be rising juniors or seniors.

Course Objectives

At the conclusion of the course, all students should be confident in their abilities to:

- a. Notate pitch and rhythm using basic notational devices
- b. Define and understand basic musical terminology and theoretical concepts
- c. Read melodies in four-parts. (SATB)
- d. Write and notate melodies in the simple, compound, and duple meters
- e. Sing simple melodies at sight using a standard sight-singing system
- f. Recognize the basic intervals within an octave by ear and sight
- g. Sing and play the major, minor, and chromatic scales
- h. Analyze chords and harmonies in a four-part chorale setting using figured bass and Roman numeral progressions
- i. Understand and identify the musical forms and cadences
- j. Compose simple bass lines based on melodic line and implied figured bass/Roman Numeral chord structure.

Teaching Strategies

Students will be required to do aural skills every day. This includes, but isn't limited too, sight-singing, harmonic/melodic notation, rhythmic dictation, and chord/triad identification. The importance of being able to notate and sing a simple melody is stressed in each class. Students must have a working knowledge and understanding of the vocabulary used on a daily basis. Students are given regular vocabulary quizzes and tests to maintain a working vocabulary throughout the course. Sight singing examples are written for the voice parts included in the class, but will cover the range of an octave for preparation on the AP exam. Resource materials will be used to supplement the text and aural skills books throughout the semester. Group activities are used to encourage

positive feedback from peers. Students will analyze, play, and sing compositional work of their peers as part of the daily class period.

Class Materials and Texts

Clendinning, Jane Piper, and Marvin, Elizabeth West. *The Musician's Guide to Theory and Analysis*. New York, N.Y. W.W. Norton and Company, Inc., 2005.

Clendinning, Jane Piper, and Marvin, Elizabeth West. *The Musician's Guide to Theory and Analysis Anthology*. New York, N.Y. W.W. Norton and Company, Inc., 2005.

Clendinning, Jane Piper, and Marvin, Elizabeth West. *The Musician's Guide to Theory and Analysis Workbook*. New York, N.Y. W.W. Norton and Company, Inc., 2005.

Phillips, Joel, Clendinning, Jane Piper, and Marvin, Elizabeth West. *The Musician's Guide to Aural Skills*. New York, N.Y. W.W. Norton and Company, Inc. 2005.

Required Class Materials

Students are required to purchase the following materials to be used for this course:

1. Three-ringed notebook
2. Staff Paper
3. Finale Notepad (\$9.99 download)

Grading Scale

Class Work/Homework	50%
Sight Singing	15%
Concert Review	5%
Tests	20%
Quizzes	10%

Class Work/Homework – These items will consist of exercises completed in class or for homework. These assignments must be submitted on time for credit. Homework assignments are to be submitted electronically, unless otherwise stated, via e-mail or using a flash drive.

Sight Singing – Grades will be taken from individual sight singing performance. Sight singing is a major component of the AP exam and will be practiced frequently.

Concert Review – Students are to attend at least one concert per quarter and give an evaluative review of the concert. This review should include elements taught in AP Music Theory. You may NOT be a performer in

the concert. A rubric for this review will be made available to the students by the end of August.

Tests – Tests over material covered will be given on a regular basis. Tests may include vocabulary, written exercises, multiple-choice exercises, listening exercises, and evaluative exercises. These quizzes will prepare you for the AP exam in May.

Quizzes – Quizzes will be given frequently. Quizzes may include vocabulary, written exercises, multiple-choice exercises, listening exercises, and evaluative exercises. These quizzes will prepare you for the AP Exam.

AP Exam Date – Monday, May 11th – 8:00am

Course Outline of Concepts and Themes

First Quarter

Chapters 1-7

Reading Skills: Pitch, Pitch Class, Beat, Simple Meters, Pitch Collection, Scales, Major Key Signatures, Minor Key Signatures, Diatonic Modes, Compound Meters, Pitch Intervals, Triads, Seventh Chords

Sight-Singing Skills: Workbook materials, teacher generated exercises

Ear Training Skills: Simple rhythmic dictation, Simple melodic dictation, Simple meters

Written Skills: Compose simple rhythmic and melodic dictations in simple meters, scales based on key signature

Second Quarter

Chapters 8-14

Reading Skills: Triad and Chord Inversions, Figured Bass, Two-Voice Composition (Counterpoint), Melodic and Rhythmic Embellishments in Two-Voice Composition, Notation and Scoring, Voicing of Chords, Tonic and Dominant Voice-Leading, Embellishing Tones, Chorale Harmonization and Figured Bass

Sight-Singing Skills: Workbook materials, teacher generated exercises, student generated exercises

Ear Training Skills: Pitch and rhythm dictation, Melody notation with larger skips, dotted rhythms, and ties, simple meters

Written Skills: Two-voice Compositions using basic counterpoint rules, student generated dictation and sight singing exercises

Third Quarter

Chapters 15-19, 21-23

Reading Skills: Leading Tone, Predominant, Tonic Expansions, Root Progressions, Cadence, Phrase, Melody, Diatonic Sequences, Secondary Dominants and Secondary Leading-Tone Chords, New Voice Leading Chords, Tonicizing Scale Degrees Other than V, Modulation, Change of Key, Binary, Ternary Forms

Sight-Singing Skills: Workbook materials, teacher generated exercises, student generated exercises

Ear Training Skills: Pitch and Rhythm dictation, Melody notation with large skips, leaps, dotted rhythms, compound rhythms, varying meters, ties, recognition of intervals, triads, seventh chords, soprano/bass lines, error detection

Written Skills: Chorale Harmonization using voice-leading rules, non-chord tones, and established chord progressions, student generated sight singing and dictation exercises.

Fourth Quarter

Chapters 26-28, 30-33

Reading Skills: Musical Forms, Musical Interpretations, Introduction to 20th century composition, Take Practice AP exams for review and practice

Sight-Singing Skills: Workbook materials, teacher generated exercises, student generated exercises

Ear Training Skills: Pitch and Rhythm dictation, Melody notation with large skips, leaps, dotted rhythms, compound rhythms, varying meters, ties, recognition of intervals, triads, seventh chords, chord inversions, soprano/bass lines, error detection

Written Skills: Composition project using skills learned throughout the year.

Please sign and return this page and the AP Contract to Mr. Stanton no later than Thursday, August 6th, 2009 for credit

Please print all information requested except where a signature is required.

Student Name _____

Instrument _____

Parent Name _____

Best contact method

_____ E-mail (please print neatly) _____

_____ Phone - _____ (home, cell, work) – Best time to call _____

Person who will answer at this number _____

Would you like to be placed on the AP Music Theory e-mail list to receive periodic updates on band events?

(circle one) YES NO

E-mail address (if not listed above) _____

Students:

I have read the syllabus for AP Music Theory and understand what is required of me.

Student Signature _____

Parents:

I have read the syllabus for AP Music Theory and understand what is required of my child

Parent Signature _____